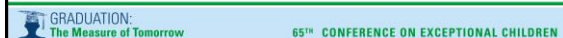


Current Facts and Research

Autism in Our Schools

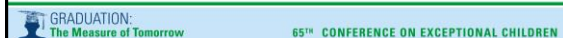
- 1 in every 68 children are currently diagnosed with an Autism Spectrum Disorder (CDC report, March 2014).
- Over 17,600 students with ASD receive special education services in North Carolina (NC Department of Public Instruction, April 2015).
- Under the Individuals with Disabilities Education Act (IDEA), schools have an obligation to provide free appropriate education in the least restrictive educational environment possible to all students.



Current Facts and Research

A Research to Practice Gap

- 27 evidence-based practices (EBPs) are identified and described in a comprehensive review conducted by UNC, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group. (<http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>)
- Despite the availability of research, many teachers don't feel adequately trained or equipped with the resources necessary to implement these practices (Zucker et al, 2013).
- Even teachers with experience and training face barriers to implementing the practices proven to support students with ASD.



Current Facts and Research

The Legal Implications

- Students with autism are involved in one third of published court decisions over access to least restrictive environment and free, appropriate education under the Individuals with Disabilities Education Act (Zirkel, Journal of Special Education Leadership 24(2), Sept 2011).
- In the study, Zirkel concluded that "given the obvious costs in terms of time, money, emotions and adversariness" of litigation, school district officials must:
 - provide research-based programs
 - increase intentional collaboration with families

Current Facts and Research

Role of Parent Collaboration

- Given the potential for due process and lawsuits, "special education leaders need to pay particular attention to establishing effective communications and trust building with parents of students with autism" (Zirkel, 2011).
- "Children with autism do best when there is a strong partnership between the school and the home" (Smith, "Educators Deal with the Growing Problem of Autism" Edutopia 2008).

Barriers

- Competing demands on teachers
- Scheduling conflicts and time constraints
- Multiple perspectives and priorities
- Challenge of linking educational standards and requirements to research and practice

Why consider a new framework for collaboration?

Current facts and barriers demand a new approach that gives teachers the foundation and support they need to help students achieve their highest potential.



Ultimately, all students deserve the very best we can offer.



GRADUATION:
The Measure of Tomorrow

65TH CONFERENCE ON EXCEPTIONAL CHILDREN

How is this framework different?

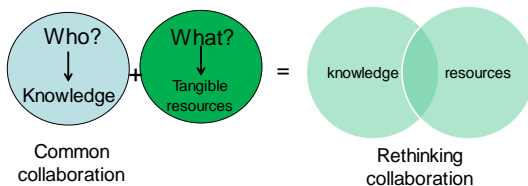
- Collaboration goes beyond the IEP team at the school level.
- Use the expertise from across the district to overcome barriers and provide tangible resources.
- Establish clear connections between educational standards and classroom instruction.
- Use technology to create a centralized location for educators to interact, share and collaborate.



GRADUATION:
The Measure of Tomorrow

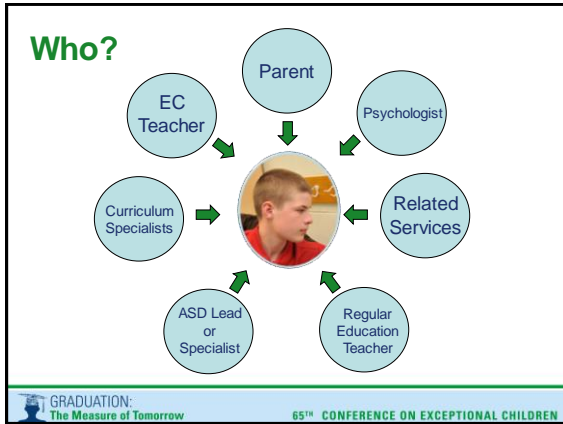
65TH CONFERENCE ON EXCEPTIONAL CHILDREN

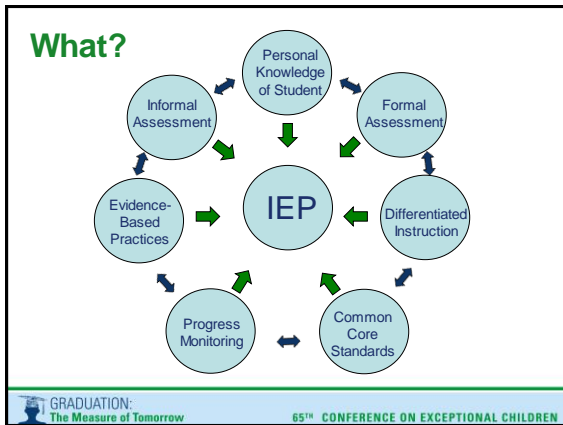
How is this framework different?



GRADUATION:
The Measure of Tomorrow

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Informal Assessment

Assessment: Making Requests
Suggest informal high interest items, use this as a guide for interesting or motivating, and the appropriate level of challenge to determine item goals.

Name: _____
Age: _____
Sex: _____
Date: _____

Choose making:
Student makes a choice from 2/3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100/101/102/103/104/105/106/107/108/109/110/111/112/113/114/115/116/117/118/119/120/121/122/123/124/125/126/127/128/129/130/131/132/133/134/135/136/137/138/139/140/141/142/143/144/145/146/147/148/149/150/151/152/153/154/155/156/157/158/159/160/161/162/163/164/165/166/167/168/169/170/171/172/173/174/175/176/177/178/179/180/181/182/183/184/185/186/187/188/189/190/191/192/193/194/195/196/197/198/199/200/201/202/203/204/205/206/207/208/209/210/211/212/213/214/215/216/217/218/219/220/221/222/223/224/225/226/227/228/229/230/231/232/233/234/235/236/237/238/239/240/241/242/243/244/245/246/247/248/249/250/251/252/253/254/255/256/257/258/259/260/261/262/263/264/265/266/267/268/269/270/271/272/273/274/275/276/277/278/279/280/281/282/283/284/285/286/287/288/289/290/291/292/293/294/295/296/297/298/299/300/301/302/303/304/305/306/307/308/309/310/311/312/313/314/315/316/317/318/319/320/321/322/323/324/325/326/327/328/329/330/331/332/333/334/335/336/337/338/339/340/341/342/343/344/345/346/347/348/349/350/351/352/353/354/355/356/357/358/359/360/361/362/363/364/365/366/367/368/369/370/371/372/373/374/375/376/377/378/379/380/381/382/383/384/385/386/387/388/389/390/391/392/393/394/395/396/397/398/399/400/401/402/403/404/405/406/407/408/409/410/411/412/413/414/415/416/417/418/419/420/421/422/423/424/425/426/427/428/429/430/431/432/433/434/435/436/437/438/439/440/441/442/443/444/445/446/447/448/449/450/451/452/453/454/455/456/457/458/459/460/461/462/463/464/465/466/467/468/469/470/471/472/473/474/475/476/477/478/479/480/481/482/483/484/485/486/487/488/489/490/491/492/493/494/495/496/497/498/499/500/501/502/503/504/505/506/507/508/509/510/511/512/513/514/515/516/517/518/519/520/521/522/523/524/525/526/527/528/529/530/531/532/533/534/535/536/537/538/539/540/541/542/543/544/545/546/547/548/549/550/551/552/553/554/555/556/557/558/559/560/561/562/563/564/565/566/567/568/569/570/571/572/573/574/575/576/577/578/579/580/581/582/583/584/585/586/587/588/589/590/591/592/593/594/595/596/597/598/599/600/601/602/603/604/605/606/607/608/609/610/611/612/613/614/615/616/617/618/619/620/621/622/623/624/625/626/627/628/629/630/631/632/633/634/635/636/637/638/639/640/641/642/643/644/645/646/647/648/649/650/651/652/653/654/655/656/657/658/659/660/661/662/663/664/665/666/667/668/669/670/671/672/673/674/675/676/677/678/679/680/681/682/683/684/685/686/687/688/689/690/691/692/693/694/695/696/697/698/699/700/701/702/703/704/705/706/707/708/709/710/711/712/713/714/715/716/717/718/719/720/721/722/723/724/725/726/727/728/729/730/731/732/733/734/735/736/737/738/739/740/741/742/743/744/745/746/747/748/749/750/751/752/753/754/755/756/757/758/759/760/761/762/763/764/765/766/767/768/769/770/771/772/773/774/775/776/777/778/779/780/781/782/783/784/785/786/787/788/789/790/791/792/793/794/795/796/797/798/799/800/801/802/803/804/805/806/807/808/809/810/811/812/813/814/815/816/817/818/819/820/821/822/823/824/825/826/827/828/829/830/831/832/833/834/835/836/837/838/839/840/841/842/843/844/845/846/847/848/849/850/851/852/853/854/855/856/857/858/859/860/861/862/863/864/865/866/867/868/869/870/871/872/873/874/875/876/877/878/879/880/881/882/883/884/885/886/887/888/889/890/891/892/893/894/895/896/897/898/899/900/901/902/903/904/905/906/907/908/909/910/911/912/913/914/915/916/917/918/919/920/921/922/923/924/925/926/927/928/929/930/931/932/933/934/935/936/937/938/939/940/941/942/943/944/945/946/947/948/949/950/951/952/953/954/955/956/957/958/959/960/961/962/963/964/965/966/967/968/969/970/971/972/973/974/975/976/977/978/979/980/981/982/983/984/985/986/987/988/989/990/991/992/993/994/995/996/997/998/999/1000/1001/1002/1003/1004/1005/1006/1007/1008/1009/1010/1011/1012/1013/1014/1015/1016/1017/1018/1019/1020/1021/1022/1023/1024/1025/1026/1027/1028/1029/1030/1031/1032/1033/1034/1035/1036/1037/1038/1039/1040/1041/1042/1043/1044/1045/1046/1047/1048/1049/1050/1051/1052/1053/1054/1055/1056/1057/1058/1059/1060/1061/1062/1063/1064/1065/1066/1067/1068/1069/1070/1071/1072/1073/1074/1075/1076/1077/1078/1079/1080/1081/1082/1083/1084/1085/1086/1087/1088/1089/1090/1091/1092/1093/1094/1095/1096/1097/1098/1099/1100/1101/1102/1103/1104/1105/1106/1107/1108/1109/1110/1111/1112/1113/1114/1115/1116/1117/1118/1119/1120/1121/1122/1123/1124/1125/1126/1127/1128/1129/1130/1131/1132/1133/1134/1135/1136/1137/1138/1139/1140/1141/1142/1143/1144/1145/1146/1147/1148/1149/1150/1151/1152/1153/1154/1155/1156/1157/1158/1159/1160/1161/1162/1163/1164/1165/1166/1167/1168/1169/1170/1171/1172/1173/1174/1175/1176/1177/1178/1179/1180/1181/1182/1183/1184/1185/1186/1187/1188/1189/1190/1191/1192/1193/1194/1195/1196/1197/1198/1199/1200/1201/1202/1203/1204/1205/1206/1207/1208/1209/1210/1211/1212/1213/1214/1215/1216/1217/1218/1219/1220/1221/1222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Evidence-Based Practices for Autism

Wong, C., Odom, S., Hume, K., Cox, A., Fettig, A., Kucharczyk, S., ... Schultz, T. (2013). *Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

For the full report, please go to

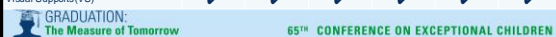
<http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>



Evidence-Based Practices	Social and Comm.	Behavior	Mgmt. and Org.	Academics	Preschool/Readiness	Daily Living (Adaptive and Pre-vocational)
Antecedent Based Intervention (ABI)	✓	✓	✓	✓	✓	✓
Cognitive Behavioral Intervention (CBI)	✓	✓	✓			✓
Differential Reinforcement (DRA)	✓	✓	✓	✓	✓	✓
Discrete Trial Training (DTT)	✓	✓	✓	✓	✓	✓
Exercise (ECE)		✓	✓		✓	✓
Extinction (EXT)	✓	✓	✓		✓	✓
Functional Behavior Assessment (FBA)	✓	✓	✓	✓	✓	✓
Functional Communication Training (FCT)	✓	✓	✓		✓	✓
Modeling (MD)	✓		✓		✓	✓
Naturalistic Intervention (NI)	✓	✓			✓	
Parent Implemented Intervention (PII)	✓	✓	✓		✓	✓
Peer Mediated Instruction (PMI)	✓		✓	✓	✓	
Picture Exchange Communication System (PECS)	✓				✓	



Evidence-Based Practices	Social and Comm.	Behavior	Mgmt. and Org.	Academics	Preschool/Readiness	Daily Living (Adaptive and Pre-vocational)
Pivotal Response Training (PRT)	✓				✓	
Prompting (PP)	✓	✓	✓	✓	✓	✓
Reinforcement (R+)	✓	✓	✓	✓	✓	✓
Response Interruption/Redirection (RIR)	✓	✓	✓		✓	✓
Scripting (SC)	✓		✓		✓	✓
Self-Management (SM)	✓	✓	✓		✓	✓
Social Narrative (SN)	✓	✓	✓	✓	✓	✓
Social Skills Training (SST)	✓	✓	✓		✓	
Structured Play Groups (SPG)	✓	✓	✓			
Task Analysis (TA)	✓			✓	✓	✓
Technology Aided Interventions (TAI)	✓	✓	✓	✓	✓	✓
Time Delay (TD)	✓	✓	✓	✓	✓	✓
Video Modeling (VM)	✓	✓	✓	✓	✓	✓
Visual Supports (VS)	✓	✓	✓	✓	✓	✓



Differentiated Instruction: Based on Assessment

Assessment: Making Requests	
Name	Helen Fuller
Date	Monday, September 28, 2015
Level of Skill - Choice Making	Emerging
Comments (setting, items offered, how choice was indicated, etc.)	Assessed during snack time and offered 2 choices; student pointed towards preferred item
Level of Skill - Communicating Requests	Emerging
How student communicated	<ul style="list-style-type: none"> Gesture (physical) Vocal approximation
Comments (setting, items requested, partner, etc.)	Student pointed to item and tried to say but didn't direct request to teacher
Level of Skill - Asking for Help	No understanding demonstrated
How student communicated	Not applicable
Comments (setting, communication partner, context, etc.)	Drink was hard to open at snack; student did not attempt to get help with opening even after etc.)
Student ID	



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Differentiated Instruction: Helps Student Reach IEP goals

In 80% of at least 5 measured trials, Student will independently participate in partner-sharing discussions by a. listening to partner, b. taking conversational turns, c. staying on topic in a 1:1 conversation.

How to Turn and Talk	
<p>In my classroom my teacher asks a question and then asks students to "Turn and talk to your partner". Sometimes I don't know what to do. This is okay.</p> <p>I need to practice how to Turn and Talk with an adult. I can look at cards in order to know what to say when we are looking at pictures. My teacher will show me how to use the checklist. She will also show me a list of things I can say when my teacher asks me to "Turn and talk to your partner" about something.</p> <p>Once I learn how to Turn and Talk with my teacher, I can practice this with other students in a small group.</p> <p>Eventually, I will be able to do this in a classroom. Here are the steps of how to turn and talk.</p> <ol style="list-style-type: none"> 1. Listen to what the teacher asks. 2. When my teacher says, "Turn and talk to your partner about..." I will turn my body towards my partner and make a comment or ask a question. 3. When my partner is talking, I will listen. 4. Then I can either ask another question or make an on-topic comment. <p>This is how I can learn how to Turn and Talk. I will need to practice, and this is okay. Practicing will make it easier for me to Turn and Talk with other students in my class.</p>	

Turn and Talk Cards	
<p>I agree with what you said because _____</p>	<p>I like what you said, because _____</p>
<p>I disagree with what you said because _____</p>	<p>I'm not sure I agree with what you said because _____</p>

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Differentiated Instruction: Learning Styles of ASD

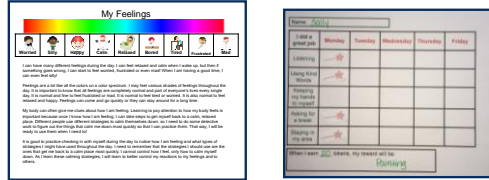
To do:	Check when finished:
Unpack	
Turn in homework	
Reading Center	
Class discussion	
Science class	
Snack	
Project work	
Work with teacher	
Lunch	

Organization and Time Management

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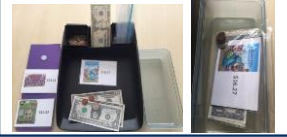
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Differentiated Instruction: Supports EBPs



Social Narrative, Self-Management

Reinforcement



Visual Supports

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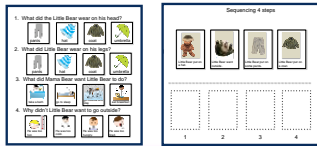
Differentiated Instruction: Ties to Common Core

CCSS.ELA-LITERACY.RL.K.2
With prompting and support,
retell familiar stories, including
key details.

CCSS.ELA-LITERACY.RL.1.3
Describe characters, settings,
and major events in a story,
using key details.

CCSS.ELA-LITERACY.RL.2.7
Use information gained from
the illustrations and words in a
print or digital text to
demonstrate understanding of
its characters, setting, or plot.

CCSS.ELA-LITERACY.RL.3.1
Ask and answer questions to
demonstrate understanding of
a text, referring explicitly to
the text as the basis for the
answers.



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Progress Monitoring

Asking about Texts to Gain Information

Teacher's Name: _____

Student Name: _____

Grade: _____

Subject: _____

Standard: _____

Ask Questions about Characters: _____

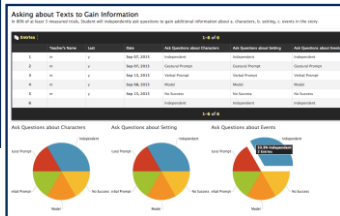
Ask Questions about Setting: _____

Ask Questions about Events: _____

Types of Questions Asked: _____

Notes: _____

Data Collection and Progress Reports



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Use of Technology to Support the Framework

- Centralized Site
 - District Intranet
 - Wikispaces (wikispaces.com)
 - Google Sites (sites.google.com)
- Organized Content Management
 - IEP goal bank tied to standards
 - Differentiated materials
- Informal Assessment and Progress Monitoring Tools
 - Google forms (docs.google.com/forms)
 - Wufoo (wufoo.com)



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Use of Technology to Support the Framework

- Allows collaboration and input beyond your school
- Centrally located resources
- Organization to clarify connections between essential components (measurable IEP goals, assessment and progress monitoring, EBPs, differentiated materials, Common Core Standards)



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References

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- Smith, F. (2008, March 19). Educators Deal with the Growing Problem of Autism. Edutopia. Retrieved January 6, 2015, from <http://www.edutopia.org/>.
- Wong, C., Odom, S., Hume, K., Cox, A., Fettig, A., Kucharczyk, S., ... Schultz, T. (2013). *Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.
- Zirkel, P. (2011). Autism Litigation under the IDEA: A New Meaning of "Disproportionality" *Journal of Special Education Leadership*, 24(2), 92-103.
- Zucker, S., Perner, D., Perras, C., & Murdick, N. (2103). Best Practices for Practitioners in Autism, Intellectual Disability and Developmental Disabilities. *Education and Training in Autism and Developmental Disabilities*, 48(4), 439-442.



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Resources and Websites

Centers for Disease Control and Prevention

<http://www.cdc.gov/ncbddd/autism/research.html>

Common Core Standards

<http://www.corestandards.org/read-the-standards/>

Public Schools of North Carolina Department of Public Instruction

<http://ec.ncpublicschools.gov/reports-data/child-count/reports>

Individuals with Disabilities Education Act

<http://idea.ed.gov/>



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